



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

- Proof.* (1) It either rains or it doesn't.
 (2) It doesn't; throw out that case.
 (3) Therefore, it rains.

Apparently, the only alternative for one who wishes to defend Kant's position is that the mathematical notion of an infinite sequence is self-contradictory. Readers of this JOURNAL will find the notion set forth in detail in an article "On the Notion of Infinity," August, 1915. If the mathematical position is sound, then Kant's position is unsound and *vice versa*. Kant himself confuses the *infinite*, which he pretends to respect, and the *indefinite*, for which he has no regard. Kant's indefinite is the mathematical infinite, and what Kant's infinite is I am unable to make out. For me it is without meaning.

CHARLES W. COBB.

AMHERST COLLEGE.

SOCIETIES

NEW YORK BRANCH OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

THE New York Branch of the American Psychological Association met in conjunction with the Section of Anthropology and Psychology of the New York Academy of Sciences on Monday, April 23, at Columbia University. The following papers were read and discussed:

The Speed and Accuracy of Motor Adjustment.—JOHN J. B. MORGAN.

An experiment in which the subjects were instructed to pull with their maximum force weights attached to a rope showed, from the graphic records obtained of each pull, that when the size of the weights is unexpectedly changed the subject adjusts himself by a change in force rather than a change in the speed of his pulls. The time required to make this adjustment is less than $\frac{1}{20}$ of a second (much less than the simple reaction time) and hence must be a reflex or a local muscular phenomenon.

In another experiment where the subjects were instructed to pull four different weights with the same force, and were allowed before pulling a new weight to make trial lifts, it was found that the *force* was much more radically changed with the different weights than the *time*.

These two experiments show that the force an individual uses varies either by a reflex or local muscular adjustment with the resistance encountered; and that with the extent of a movement re-

maining the same, one can adjust only in a very crude way the time of his movements so that with different weights the resultant physical force will be the same.

Measurement of Prospective Teaching Ability.—G. C. MYERS.

Training school students in several classes of from 16 to 28, who had worked together in the same groups from five to ten months, ranked one another in various school subjects, in prospective teaching ability, and in numerous traits of character. Some of these factors were also ranked by the teachers. Furthermore, ten traits of personality were ranked in the order in which they were esteemed. Correlations between the various subjects and traits by the students and by the teachers, and between the ratings by the teachers and those by the students, are being determined, variability in rankings, and correlation between the esteem of a given trait and the possession of that trait. Only those data bearing on prospective teaching ability were reported.

The correlations between teachers' and students' ratings in prospective teaching ability were as follows for five classes of students: .14, .45, .68, .86. The correlation between students' judgments of prospective teaching ability and school subjects was .85; between prospective teaching ability and likableness .90; between general intelligence and school subjects .89; between prospective teaching ability as judged by the teachers and school subjects .62. The correlations between prospective teaching ability, personality, general intelligence, and ten traits of character are given in the following table:

Correlation ¹ of	P. T. A.	Personality	General Intelligence
Address.....	.892	.745	.749
Culture.....	.597	.818	.573
Enthusiasm.....	.674	.751	.683
General intelligence.....	.824	.442	—
Optimism.....	.239	.568	.145
Personal appearance.....	.523	.736	.292
Sincerity.....	.565	.336	.704
Sympathy.....	.454	.815	.351
Tact.....	.652	.892	.570
Vitality.....	.589	.773	.573
Personality.....	.654	—	.582

The indications are that the students are better judges of who will make a good teacher than the teachers are. The very low correlation between the ranking of the teachers for prospective teaching ability and that by the students may be attributable in part to the

¹ Total of the rankings in the ten traits with ranking in general personality correlated .931. These ten traits generally considered important in teacher ratings were ranked in the following order: culture, personal appearance, general intelligence, sincerity, sympathy, tact, optimism, address, vitality, enthusiasm.

fact that the students put more emphasis on general intelligence as an index of prospective teaching ability than the teachers do, as indicated by the correlations. The fact that the teachers vary far more for the selected groups than for the other groups is also suggestive.

Some Problems in Dream Interpretation.—LYDIARD H. HORTON.

The Law of Effect in Relation to Neuroses.—T. H. AMES.

The application of Thorndike's Law of Effect to functional nervous diseases is instanced in three cases of hysteria, to show that symptoms which are apparently annoying are subjectively satisfying to patients in that they are relatively less annoying than other responses to the same causing stimuli would be. With Professor Thorndike's approval, the following re-wording of his law was made: Responses which are accompanied or closely followed by discomfort and which are continued with strengthened connections with the situations give relatively more satisfaction than annoyance in that other responses to the same situation would give more annoyance.

The Effect of Alcohol upon Habit Formation in White Mice.—
HALSEY S. BAGG.

The present report is a preliminary account of a series of experiments that is now under way, designed to test the effects of the inhalation of alcohol fumes upon the formation of maze habits in mice. The results so far obtained are of sufficient interest in themselves to warrant their being placed on record at the present time.

The method of treatment was similar to that used by Dr. Stockard in his work on guinea-pigs. The mice were placed in a glass jar upon wire netting over cotton wet with alcohol. The mice were left in the jar until they were thoroughly intoxicated, as indicated by their inability to stand. The maximum treatment was one hour per day for each mouse.

Thirty mice, about 28 days old, were divided into two equal groups; in one group the rate of learning was first determined in a simple maze, and the mice were treated by the inhalation method without interrupting the maze test; while in a second group the alcohol treatment and maze learning began at the same time. In each case the mice were first tested in the maze, allowed to feed for about 30 minutes, and then given the alcohol treatment. They were not again tested in the maze until the following day when they appeared completely recovered from the previous treatment. Normal mice, not treated by the alcohol fumes, but tested in the maze at the same time and under similar conditions, served as controls.

The results for both groups of alcohol mice showed a decided slow-

ing up in the process of habit formation. In the first group the animals that had previously made normal records, without the alcohol treatment, were found to make slower average records when the treatment was instituted, and in like manner, the second group showed that when the alcohol treatment and the maze learning were begun at the same time the daily records were again inferior to those of the control group.

A. T. POFFENBERGER,
Secretary.

COLUMBIA UNIVERSITY.

REVIEWS AND ABSTRACTS OF LITERATURE

A Realistic Universe. JOHN ELOF BOODIN. New York: The Macmillan Company. 1916. Pp. xxii + 412.

May a pragmatist be a metaphysician? And if so, what sort of metaphysics would it be? An affirmative and constructive answer to these questions is given by Professor John E. Boodin in *A Realistic Universe*, a rather large volume of 412 pages.

It was the boast of Kant that he had banished metaphysics from the domain of philosophical inquiry. Philosophy as criticism must thenceforth confine itself to a theory of knowledge. It has seemed that pragmatism, at least here in America, has been advancing along the lines marked out by Kant. It began as a method, advanced to a theory of truth, continued as an analysis of experience, and is now applying this analysis to the concrete problems of life and conduct. It might well be termed the new criticism. The center of gravity in philosophy, due to the pragmatic criticism, has been rapidly shifting from metaphysics to an analysis of moral, social, economic, and political problems.

In view of this apparent abdication of metaphysics, and the drift of philosophy toward the social sciences, the appearance of a book on pragmatic metaphysics is both significant and interesting. I don't know that the pragmatist has so much ignored metaphysics as that he has been interested in doing other things.

A Realistic Universe is a metaphysical treatise written from the pragmatic point of view issuing in a doctrine of realism. Pragmatism, metaphysics, realism—that is the combination effected in Professor Boodin's book, an alliance requiring a good deal of insight and adjustment to maintain.

In general, one may say that the possibility of metaphysics depends on the power of thought to comprehend reality. The new realism can easily issue in metaphysics because the new realist takes